

Pearson Language Arts and Literature, Course 1 ©2008

Correlated to

Textbook Alignment to the Utah Core Sixth Grade Language Arts



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Textbook Alignment to the Utah Core – Sixth Grade Language Arts

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____

Name of Company and Individual Conducting Alignment: Judy Cannon

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Sixth Grade Language Arts Core Curriculum

Title: Language Arts and Literature, Course 1

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Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 96%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Develop language through listening and speaking.				
a.	Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	Examples: SE pp. 69, 97, 173, 225, 293, 303 TE pp. 86, 222, 232, 271, 456, 467	Examples: WA 3, 4, 7, 23, 28, 29 BLAS 21, 22, 23, 24, 29	
b.	Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective, identify tone, mood, emotion).	Examples: SE pp. 69, 73, 97, 127, 173, 225, 264 TE pp. 30, 86, 209, 272, 365, 371, 425	Examples: WA 7, 25, 31, 33, 37, 38 BLAS 27, 30, 33, 35, 40	
c.	Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).	Examples: SE pp. 110, 193, 274, 286, 293, 311, 449 TE pp. 232, 284, 387	Examples: BLAS 14, 23, 37, 40	
d.	Speak using complete sentences with appropriate subject-verb agreement, correct verb tense, and syntax.	See examples of related grammar topics: SE pp. 110, 142, 158, 407		
Objective 1.2: Develop language through viewing media and presenting.				
a.	Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy/bias, analyze and critique persuasive techniques).	Examples: SE pp. 20, 56, 97, 142, 173, 193, 235, 449 TE pp. 139, 199, 396		
b.	Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).	Examples: SE pp. 20, 56, 193, 201, 357, 419, 477 TE pp. 103, 139, 321, 376, 466		
STANDARD II: Students develop an understanding of how printed language works. (See kindergarten and first grade).				
Percentage of coverage in the <i>student and teacher edition</i> for		Percentage of coverage not in student or teacher edition, but covered in		

Standard II: _____NA_____ %		the <i>ancillary material</i> for Standard II: _____NA_____ %		
STANDARD III: Students develop phonological and phonemic awareness. (See kindergarten and first grade).				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____NA_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____NA_____ %		
STANDARD IV: Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: 100% of grade applicable standards		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____0_____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Demonstrate an understanding of the relationship between letters and sounds. (See kindergarten, first, and second grade).		Not applicable to this grade level		
Objective 4.2: Use knowledge of structure analysis to decode words. (See kindergarten, first, and second grade.)		Examples: SE pp. 127, 142, 158, 193, 201, 243, 264, 374, 347 TE pp. 196, 214, 291, 325, 353, 437, 438, 466	See <i>Vocabulary Workbook</i> exercises	
Objective 4.3: Spell words correctly.				
a.	Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.	WB 20, 30, 40, 46, 57 ACT 20, 30, 40, 46, 57	WB 20, 30, 40, 46, 57 ACT 20, 30, 40, 46, 57	
b.	Use knowledge of Greek and Latin roots and affixes to spell multisyllable words.	WB 20, 30, 40, 57 ACT 20, 30, 40, 57	WB 20, 30, 40, 57 ACT 20, 30, 40, 57	
c.	Spell an increasing number of high-frequency and irregular words correctly (e.g., straight, soldier, property, particular).	WB 10 ACT 10	WB 10 ACT 10	
d.	Learn the spellings of irregular and difficult words (e.g., feudalism, electricity, parallelogram, microorganism).	WB 30, 46 ACT 30, 46	WB 30, 46 ACT 30, 46	
Objective 4.4: Use spelling strategies to achieve accuracy (e.g.,				

prediction, visualization, association).				
a.	Use knowledge about spelling to predict the spelling of new words.	SE/TE pp. 174, 244, 304	WB 20, 30, 40 ACT 20, 30, 40	
b.	Visualize words while writing.	SE/TE p. 400 In addition, words lists in spelling exercises throughout, vocabulary boxes in Before Reading the Selection, boldfaced vocabulary words in text, and definitions at the bottom of each page highlight words in a way that encourages visualization.		
c.	Associate spelling of new words with that of known words and word patterns.	SE/TE pp. 174, 244, 304	WB 20, 30, 40 ACT 20, 30, 40	
d.	Use spelling generalities to assist spelling of new words.	SE/TE pp. 174, 244, 304	WB 20, 30, 40 ACT 20, 30, 40	
STANDARD V: Students develop reading fluency to read aloud grade level text effortlessly without hesitation.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____100_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____0_____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Read aloud grade level text with appropriate speed and accuracy.				
a.	Read grade level text at a rate of approximately 120-150 wpm.	Any of over forty reading selections can be read aloud and used to assess reading rate.		
b.	Read grade level text with an accuracy rate of 95-100%.	Any of over forty reading selections can be read aloud and used to assess reading accuracy.		
Objective 5.2: Read aloud grade level text effortlessly with clarity.				
a.	Read grade level text in meaningful phrases using intonation,	Examples:	Examples:	

	expression, and punctuation cues.	SE pp. 110, 274, 293, 311, 449 TE pp. 284, 387	BLAS 14, 23, 37, 40	
b.	Read grade level words with automaticity.	Examples: SE pp. 173, 181, 225, 243, 293, 449 TE pp. 8, 272, 284, 387, 454	See <i>Vocabulary Workbook</i> exercises	
STANDARD VI: Students learn and use grade level vocabulary to increase understanding and read fluently.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____100_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Learn new words through listening and reading widely.				
a.	Use new vocabulary learned by listening, reading, and discussing a variety of genres.	SE: See Vocabulary Builder exercises throughout. Examples on pp. 12, 46, 69, 217, 235, 279, 293, 399, 429 TE: See Vocabulary Development exercises throughout. Examples on pp. 29, 106, 167, 259, 334, 377. See also ESL/ELL Strategy exercises. Examples on pp. 18, 102, 209, 239 In SE, See also •Boldfaced words in context, defined at the bottom of the page in blue vocabulary boxes. Examples on SE pp. 132-136, 145-154, 189-191 •Sidenotes that define or explain vocabulary words as they are used in context. Examples on SE pp. 85, 88, 89, 100, 103, 106, 117, 136, 147	See <i>Vocabulary Workbook</i> exercises	
b.	Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science,	Examples: SE pp. 35, 142, 243, 264, 293, 357,	See <i>Vocabulary Workbook</i> exercises	

	math).	399, 429 TE pp. 51, 102, 209, 259, 353		
Objective 6.2: Use resources to learn new words by relating them to known words and/or concepts.				
a.	Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses).	Examples: SE pp. 110, 202-205, 207, 220, 276, 288, 399 TE pp. 239, 337, 353		
b.	Determine gradients of meanings between related words and concepts (e.g., colonization: exploration, migrate, settlement).	Examples: ST pp. 20, 164, 217, 235, 303, 419, 477 TE pp. 146, 336, 367, 392		
Objective 6.3: Use structural analysis and context clues to determine meanings of words.				
a.	Identify meanings of words using roots and affixes (i.e., Greek/Latin affixes).	Examples: SE pp. 127, 142, 158, 174, 193, 201, 243, 258, 264, 304 TE pp. 39, 291, 325, 437, 438	Examples: WB 20, 40 ACT 20, 40	
b.	Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes, metaphors, idioms, proverbs, clichés, and literary expressions.	Examples: SE pp. 190, 199, 223, 258, 265, 270, 293, 429 TE pp. 18, 30, 66, 122, 146, 167, 291, 353, 388	Examples: BLAS 11, 12, 22, 23, 24 WB 15, 33, 34 ACT 33, 34 VW 10, 11, 20	
c.	Use context to determine meanings of synonyms, antonyms, homonyms (e.g., through/threw, principal/principle) and multiple-meaning words (e.g., print).	Examples: SE pp. 20, 70, 147, 154, 217, 225, 235, 303, 419, 469, 477 TE pp. 29, 146, 260, 336, 367, 392	Examples: WB 10 ACT 10	
STANDARD VII: Students understand, interpret, and analyze narrative and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____100_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓

Objective 7.1: Identify purposes of text.				
a.	Identify purpose for reading.	<p>See the following:</p> <ul style="list-style-type: none"> •Think Before You Read prompts preceding each reading selection. Examples on SE/TE pp. 6, 14, 48, 62, 84, 164, 188, 220 •Warm-up Activities at the beginning of each reading selection. Examples on TE pp. 83, 98, 129, 143, 194, 219, 230 	BLAS 38	
b.	Identify author's purpose.	<p>Examples:</p> <p>SE pp. 2, 26, 191, 199, 207, 232-233, 237, 270</p> <p>TE pp. 32, 107, 207, 237, 240</p>	<p>Examples:</p> <p>BLAS 4, 16, 18</p>	
Objective 7.2: Apply strategies to comprehend text.				
a.	Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	See Think Before You Read prompts throughout. Examples on ST/TE pp. 6, 48, 62, 99, 116, 188, 195, 207	Examples: ACT 13, 17	
b.	Generate questions about text (e.g., factual, inferential, evaluative).	See Questioning strategies in reading texts. Examples on SE/TE pp. 36, 40, 41, 51, 52, 63, 65, 362, 365, 367, 371		
c.	Form mental pictures to aid understanding of text.	<p>SE/TE p. 280.</p> <p>See also Visualizing Strategies in reading texts. Examples on SE/TE pp. 283, 284, 289, 290, 300</p> <p>See also Think Before You Read Prompts throughout. Examples on SE/TE pp. 130, 282,</p>	Examples: BLAS 26, 27	
d.	Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.	See Predicting Strategies in reading texts. Examples on SE/TE pp. 4, 7, 8, 9, 14, 16, 17, 18, 19, 29, 31, 412,	Examples: BLAS 2, 3, 4	

		424, 442, 444, 446 See Think Before You Read Prompts throughout. Examples on SE/TE pp. 26, 164, 220, 231, 414		
e.	Make inferences and draw conclusions from text.	See Inferencing Strategies in reading texts. Examples on SE/TE pp. 82, 91, 92, 94, 101, 105, 138, 147, 159, 168, 169	Examples: BLAS 9, 10, 11, 14	
f.	Identify theme/topic/main idea from text; note details.	Examples: ST pp. 81, 130, 141, 175, 221, 314, 410, 464, 468, 469, 486, 487 TE pp. 94, 107	Examples: BLAS 14, 19, 20, 30	
g.	Summarize important ideas/events; summarize supporting details in sequence.	See Summarizing Strategies in reading texts. Examples on SE/TE pp. 69, 214, 218, 221, 222, 223, 232, 233, 239, 303, 316, 318, 322, 327	Examples: BLAS 20 WA 6, 11 ACT 26	
h.	Monitor and clarify understanding applying fix-up strategies while interacting with text.	See side notes and questions included with each reading selection. Examples on SE pp. 100, 103, 118, 150, 170, 191, 198, 210, 232, 271, 290, 327		
i.	Compile, organize, and interpret information from text.	Examples: SE pp. 97, 142, 173, 217, 349 TE pp. 10, 93, 103, 213, 320, 349, 423, 466, 473 See also Comparing Literary Works: Apply the Skills following reading selections. Examples on SE/TE pp. 33-34, 171-172	Examples: Selection Outline activities throughout ACT 12, 13, 17, 19 WB 13, 17, 23 WA 8, 17	
Objective 7.3: Recognize and use features of narrative and informational text.				
a.	Identify characters, setting, sequence of events, problem/resolution, theme.	Examples: SE pp. 2, 80, 81, 84, 130, 141, 144, 157, 175, 314, 318, 410, 435, 464, 468, 469, 487	Examples: WB 12, 13, 15, 16, 19 ACT 12, 16, 19, 23, 29 WA 9, 17	

		TE pp. 94, 107, 120, 132, 133	BLAS 14, 16	
b.	Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction, myths, legends.	Examples: SE/TE pp. 2, 33-34, 171-172, 215-216, 220, 241-242, 278	Examples: BLAS 1, 8 WB 1, 5 ACT 1, 5, 19 WA 3, 17, 20	
c.	Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.	Examples: SE/TE pp. 21-24, 57-60, 202-205, 265-268, 358-361	Examples: WB 4, 8, 24, 33 ACT 4, 8, 24, 33	
d.	Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, time, geographic classification).	Examples: SE/TE pp. 34, 46, 75, 94, 127, 172, 184, 188, 196, 250, 404-407, 414, 430-433	Examples: WA 32 WB 17, 23, 51 ACT 51 BLAS 16, 17, 34, 35, 36	
e.	Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, Internet, other resources).	Examples: SE pp. 21-24, 56, 142, 158, 193, 347, 469, 515 TE pp. 124, 139, 233, 369, 381 See also Online Connection exercises. Examples on TE pp. 9, 39, 66, 240, 277, 371, 417, 446, 456	Examples: WB 4 ACT 4	

STANDARD VIII: Students write daily to communicate effectively for a variety of purposes and audiences.

Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____89_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 8.1: Prepare to write by gathering and organizing information and ideas (pre-writing).				
a.	Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.	Examples: SE/TE pp. 6, 14, 20, 46, 73, 74, 84, 178, 195, 237, 248, 308, 318, 404, 421, 482	See Writing Activities 1-40	

b.	Select and narrow a topic from generated ideas.	Examples: ST/TE pp. 75, 179, 249, 309, 405, 483	Examples: Writing Activities 10, 19, 28, 29	
c.	Identify audience, purpose, and form for writing.	Examples: ST/TE pp. 12, 26, 35, 73, 110, 144, 158, 173, 193, 201, 207 TE pp. 93, 104, 124, 139, 198, 396	Examples: Writing Activities 3, 4, 8, 12, 14, 16, 22, 35	
d.	Use a variety of graphic organizers to organize information from multiple sources.	Examples: ST/TE pp. 69, 127, 217, 220, 307, 309, 349, 486, 487, 488, 489, 500, 514 TE pp. 41, 52, 423, 445	Examples: Writing Activities 2, 5, 6, 8, 11, 13, 15, 17, 26	
Objective 8.2: Compose a written draft.				
a.	Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).	Examples: ST/TE pp. 12, 20, 26, 48, 69, 73, 75-76, 158, 179, 207, 235, 249-251, 309-310, 405-406, 419, 483-484	See Writing Activities 1-40	
b.	Use voice to fit the purpose and audience.	Examples: ST/TE pp. 76-77, 179-180, 193, 235, 250, 264, 308, 406, 484	Examples: Writing Activities 2, 4, 5, 9, 10	
c.	Use strong verbs and precise and vivid language to convey meaning.	Examples: ST/TE pp. 76, 179, 250-251, 270, 274, 310, 484	Examples: Writing Activities 1, 2, 6, 7, 9, 15, 21	
d.	Identify and use effective leads and strong endings.	Examples: ST/TE pp. 76-77, 249, 310, 406, 484	Examples: Writing Activities 1, 7, 8, 9, 10	
Objective 8.3: Revise by elaborating and clarifying a written draft.				
a.	Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.	Examples: ST/TE pp. 76-77, 180-181, 250-251, 310-311, 406-407, 484-485	See Writing Activities 1-40	
b.	Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).	Examples: ST/TE pp. 76, 180, 250-251, 310-311, 406	Examples: Writing Activities 2, 3, 6, 16, 19, 34	
c.	Revise writing, considering the suggestions from others.	Examples:		

		ST/TE pp. 177, 407		
Objective 8.4: Edit written draft for conventions.				
a.	Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).	Examples: ST/TE pp. 77, 173, 181, 251, 311 ST pp. 494-496, 503		
b.	Edit for spelling of grade level-appropriate words.	Examples: ST/TE pp. 70, 174, 244, 251, 304, 311, 400, 485		
c.	Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular verbs).	Examples: ST/TE pp. 110, 142, 158, 181, 251, 311, 407, 485 ST pp. 491-494, 502		
d.	Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).	ST pp. 503-504		
Objective 8.5: Use fluent and legible handwriting to communicate.				
a.	Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.			X
b.	Increase fluency with cursive handwriting.			X
c.	Produce legible documents with manuscript or cursive handwriting.			X
Objective 8.6: Write in different forms and genres.				
a.	Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).	Examples: ST/TE pp. 20, 35, 46, 62, 73, 74-77, 84, 116, 158, 201, 299, 318, 421 TE pp. 16, 31, 49, 52, 191, 198	Examples: WA 2, 5, 7, 10, 16, 30	
b.	Produce traditional and imaginative stories, narrative and formula poetry.	Examples: ST/TE pp. 69, 130, 177, 178-181, 274, 286, 307, 419, 469, 477 TE pp. 64, 104, 262, 301, 446	Examples: WA 4, 6, 14, 23, 24, 25, 33	
c.	Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/research reports, content area reports, biographies, historical fiction, summaries).	Examples: ST/TE pp. 26, 56, 73, 99, 127, 144, 217, 243, 279, 303, 308-311, 404-407, 452 TE pp. 93, 139, 445, 475	Examples: WA 3, 8, 9, 13, 17, 18, 19	
d.	Produce writing to persuade (e.g., essays, editorials,	Examples:	Examples:	

	speeches, TV scripts, responses to various media).	ST/TE pp. 110, 177, 247, 248-251, 288	WA 15, 21, 26, 36	
e.	Produce functional texts (e.g., newspaper and newsletter articles, e-mails, simple PowerPoint presentations, memos, agendas, bulletins, web pages).	Examples: ST/TE pp. 12, 26, 193, 201, 247, 264, 357, 399, 458 TE pp. 124, 376	Examples: WA 1, 3, 12, 22, 37	
f.	Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.	Examples: ST/TE pp. 73, 311, 407	Examples: WA 20	
g.	Publish 6-8 individual products.	Examples: ST/TE pp. 77, 181, 251, 311, 407, 485	See Writing Activities 1-40	

